DOCUMENT RESUME

ED 202 938 UD 021 386

TITLE	George W. Wingate High School Bilingual Program ESEA Title VII Final Evaluation Report, 1979-1980.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
BUREAU NO	5001-42-07619
PUB DATE	80
GRANT	G007503684
NOTE	69p.; For related documents, see ED 194 657, ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-385, UD 021 436, and UD 021 446-452. Some pages in appendices may be marginally legible due to reproduction quality of original document.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Achievement; *Bilingual Education; *Career Education; Curriculum Development; *English (Second Language); Federal Programs; *French; *Haitian Creole; Haitians; High Schools; Program Descriptions; *Program Effectiveness; Program Evaluation
IDENTIFIERS	Elementary Secondary Education Act Title VII; New York (Brooklyn)

ABSTRACT

This is an evaluation report of the fifth year of a bilingual career education program, funded under Title VII and carried out at George W. Wingate High School, Brooklyn, New York. The program was designed to offer bilingual instruction and supportive services to the school's Haitian population, with the aim of preparing these students to participate in mainstream social, economic, and political life. This report contains: (1) a description of program objectives; (2) an outline of the instructional component, including descriptions of funding sources and discussions of the English instructional program, the French/Creole instructional program, and mainstream courses; and (3) a review of the program's noninstructional component, including curriculum development, supportive services, staff development, parental/community involvement, extracurricular activities, and student response to the program. Also presented are a description of assessment instruments and procedures and the results of student achievement tests. Program strengths are concluded to have been staff dedication and the development of French curriculum materials. Weaknesses are described as conflict over the amount of English instruction, lack of parent participation, lack of Creole language materials, lack of a bilingual counselor, and poor articulation between the bilingual program and other school departments. Appended to the report are copies of curricular and other materials produced by the program. (GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED202938

OEE Evaluation Report

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Edmonds
NYC Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FINAL EVALUATION REPORT

ESEA Title VII

Grant Number: G007503684

Project Number: 5001-42-07619

GEORGE W. WINGATE HIGH SCHOOL

BILINGUAL PROGRAM

1979-1980

Principal: Dr. Robert Schain

Coordinator: Mr. George Adamovitch

Prepared By The

BILINGUAL EDUCATION EVALUATION UNIT

Ruddie A. Irizarry, Manager
Judith A. Torres, Evaluation Specialist
John Webb, Consultant
Frank O'Brien, Ph.D., Consultant

UD 021 386

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION
RICHARD GUTTENBERG, ADMINISTRATOR

TABLE OF CONTENTS

		PAGE
I.	PROGRAM DESCRIPTION	1
	Demographic Context	1
	Program Participants	3
	Program Description	4
II.	INSTRUCTIONAL COMPONENT	6
	Funding	6
	English Instructional Program	9
	French/Creole Instructional Program	9
	Mainstream Courses	11
III.	NON-INSTRUCTIONAL COMPONENT	13
	Curriculum Development	13
	Supportive Services	15
	Staff Development	16
	Parental/Community Involvement	18
	Extracurricular Activities	19
	Student Response	20
IV.	ASSESSMENT PROCEDURES AND FINDINGS	21
V.	CONCLUSIONS AND RECOMMENDATIONS	36
VI.	APPENDICES	40

LIST OF TABLES

		PAGE
TABLE I	Instructional Component by Funding Source.....	7
TABLE II	Components of Bilingual Instructional Program.....	8
TABLE III	Mainstream Courses.....	12
TABLE IV	Non-Instructional Component.....	13
TABLE V	Results of the CRLST Reporting the Number and Percent of Objectives Mastered (Fall).....	24
TABLE VI	Student Performance on the CREST by Test Level and Grade.....	25
TABLE VII	Results of the CREST Reporting the Number and Percent of Objectives Mastered (Spring).....	26
TABLE VIII	Student Performance on the CREST by Test Level and Grade.....	27
TABLE IX	English Reading Achievement.....	28
TABLE X	Native Langauge Reading Achievement.....	29
TABLE XI	Mathematics Performance.....	31
TABLE XII	Science Performance.....	32
TABLE XIII	Social Studies Performance.....	33
TABLE XIV	Native Language Arts Performance.....	34
TABLE XV	Attendance Rates.....	35

GEORGE W. WINGATE HIGH SCHOOL

BILINGUAL PROGRAM 1979 - 1980

Location: 600 Kingston Avenue, Brooklyn, New York

Target Language: French/Creole

Year of Operation: 1979-1980, Fifth Year

Number of Participants: 302 students of Haitian origin

Principal: Dr. Robert Schain

Project Director: Mr. George Adamovitch

I. PROGRAM DESCRIPTION

Demographic Context

George W. Wingate High School is located in a section of Brooklyn where the population is predominantly low-income and minority families--Blacks, Hispanics, and Haitians. Prior to 1970, Wingate was torn with racial strife, but since that time there has been a nearly complete turnaround to an atmosphere of general calm. The social and economic conditions which can spark unrest are still present, as are potential rivalries between "natives" and "foreigners" or within the ethnic groups themselves, but there have been few outbreaks in recent years. Wingate High School has been the subject of numerous articles in such publications as the New York Times, New York Magazine, and The Executive Educator which have all sought to explain its successful operation. They have pointed to the presence of strong leadership working in concert with an energetic and dedicated staff to produce tranquility and quality education. These qualities are apparent to anyone visiting the school.

Wingate's location is ideal for an educational program for Haitian students. Brooklyn has one of the largest concentrations of Haitians in the

Northeast. Exact population counts are hard to obtain for a variety of reasons. Many Haitians are counted as Blacks or Hispanics, and a large number of Haitian immigrants (perhaps as high as 50%) are illegal aliens who are forced to maintain a low profile. In 1972, the Haitian population of the City of New York was estimated at 336,000, but a recent estimate of the population of Brooklyn alone was reported to be in excess of 400,000. The result is that Wingate High School has a Haitian student population of nearly 700, one of the largest in the city. This number is likely to increase over the next few years as emigration from Haiti continues, and as immigrants marry and raise families.

Nearly half of the approximately 700 Haitian students in Wingate's student population of nearly 4,000 are eligible for participation in its bilingual education program. There are also 225 Hispanic students of which 125 are eligible for bilingual education, and as well as a few students of limited English proficiency from various other national and linguistic minorities.

The Haitian student population of Wingate is a representative cross section of Haitian society. Some students are fluent speakers of French who received an education in Haiti equivalent in number of years to that of United States-born children. Other students have had limited exposure to schooling in Haiti and are, for the most part, Creole monolinguals. The illiteracy rate in Haiti is very high and quality of education in its numerous kinds of schools is varied. These factors are apparent at Wingate.

Haiti's history as the first Black Republic in the world has given its people a sense of ethnic identity which differs from that of American Blacks,

a fact that can easily give rise to conflict born of mutual misunderstanding. The educational system in Haiti differs in structure and instructional methods from that of the United States. The relations between parents and the schools are not as direct and open as they are in this country, and education is not as readily available to all. These differences often combine to create problematic situations for the students and their families as they attempt to adjust to their new environment, and for educators as they endeavor to help them make the transition.

While Haitian students have not been responsible for any vandalism or serious disturbances in the school recently, it is widely felt that their behavior is inappropriate. According to program and mainstream staff members, the students seem to be loud, talkative, and somewhat disruptive, making it difficult for teachers to work with them. School officials and teachers must be cautioned, however, in their interpretation of this behavior. The Haitian child has experienced a school situation in Haiti which was much more restricted than it is in United States schools. When they observe the behavior of U.S. students, these children may confuse freedom with license to act out impulses. The Haitian child does not wish to stand out as different, so he/she may imitate the behavior of American children, an imitation that is often inaccurate.

Program Participants

The target population served by the bilingual program during 1979-80 consisted of 302 Haitian students whose selection was determined based on counselor interviews and on scores received on the Language Assessment Battery (LAB). The LAB tests for placement in 1979-80 were given in

the Spring of 1979, and again during the second week of the new school year for all new entrants. The bilingual department reviewed all the students' scores. Those falling below the 21st percentile and judged most in need of bilingual education by the counselor were selected for participation in the bilingual program.

The LAB tests also revealed that 125 Hispanic students were eligible. They received English as a Second Language and Native Language Arts instruction in the tax levy and Title I programs, but they did not receive bilingual education as there was no Spanish program in operation. Members of the bilingual staff, however, worked closely with content area teachers to provide some instruction and materials in their native language.

Program Description

The George Wingate Bilingual Career Education Program was designed to offer bilingual instruction and supportive services to participating students with the aim of preparing them to participate in mainstream social, economic, and political life.

The school year 1979-1980 was the fifth year of funding of the Wingate bilingual program. The program was originally designed to focus on career education. In 1977, because of community concern and budget restraints, the orientation of the program was changed to a content area focus.

The following remain the objectives of the program:

1. To answer the needs of the Haitian students to learn and develop occupational skills which are presently in demand in industry and business;

2. To develop these skills to a capacity equivalent to that of their English-dominant peers;

3. To raise the level of self-esteem of the youngsters in question, with regard to pride in being both bilingual and bicultural;

4. To answer the need of the Haitian students to function with competence and confidence in English, both in and out of the classroom setting, through improvement in their English language ability;

5. To make classroom instruction meaningful enough to students of limited English speaking ability so that they will attend classes regularly, with a minimum of cutting and dropping out because of obstacles to comprehension of content.

The bilingual education program at Wingate High School is an autonomous entity. At the same time, the program is an integral part of the total school environment. Content area teachers are member of their respective mainstream departments, teacher and staff share equipment, classrooms, and responsibilities, and the bilingual students are eventually placed in mainstream academic programs.

In many schools, bilingual teachers are seen as a threat to mainstream teachers, and mainstream teachers are often so busy with their own students that they fail to acquaint themselves sufficiently with the bilingual program and its students. Although there has been improvement in this regard at Wingate High School where bilingual teachers are now experiencing considerable cooperation and positive attitudes from mainstream staff members, the bilingual staff still feels somewhat estranged. They indicated that mainstream teachers are not very supportive of the bilingual program. Some felt that mainstream teachers are afraid of the Haitian students, that they have little interest

in the bilingual program, and that they do not provide the same level of assistance to Haitian students as they do to those in the mainstream.

II. INSTRUCTIONAL COMPONENT

Students' participation in the bilingual program is determined by counselor recommendation and score on the LAB. Students in the program who are deemed qualified by their teachers take courses in the mainstream. These are courses required for graduation and/or electives for which no instructional resources are available in the native language.

Mainstreaming takes place when students attain above the 21st percentile on the LAB. During the 1979-1980 school year, 5 students were fully mainstreamed, 10 students were removed from the program by parental option, and 10 left because they were unwilling to continue.

Funding

Table I gives a summary of the personnel involved in the instructional component of the bilingual program by funding source.

TABLE I

Instructional Component by Funding Source

Instructional Component	Funding Source(s)	Number of Personnel: Teachers	Paras
E.S.L.	Title I	3	2
READING (ENG.)	Tax Levy	3	0
NATIVE LANGUAGE	Tax Levy	2	0
	Title VII	-	1
MATH	Tax Levy	1	-
SOCIAL STUDIES	Tax Levy	1	0
	Title VII	-	1
SCIENCE	Tax Levy	1	-

The bilingual program includes grade levels 9 through 12, taught in graded groups, with individual instruction and extra help given by the teacher or the paraprofessional whenever possible. Students receive instruction during the regular school day, starting at 8:10 A.M. and ending 2:25 P.M. Each class period lasts 40 minutes, for a total of five periods per course week.

TABLE II

Components of Bilingual Instructional Program

COMPONENT	LANGUAGE OF INSTRUCTION	USED FOR WHAT PERCENT OF CLASS TIME?	TEACHERS	PARAS
ESL	English	100%	3	2
Native Lang.	French	100%	2	
Mathematics	Creole/French/English	75%/5%/20%	1	1
Social Studies	Creole/French/English	40%/40%/20%	1	0
Science	Creole/French/English	40%/40%/20%	1	1

English Instructional Program

English as a Second Language instruction is given at 6 different levels, including a transitional course prior to mainstreaming. Students receive one period of English backup in the mainstream program each day. Two periods of ESL daily have been strongly recommended for a long time, but the administration has not offered it.

ESL instruction has been a controversial component of the bilingual program for a number of years, In 1978, the students revolted and staged a demonstration calling for less ESL. Students' resistance to ESL has been reportedly due to the fact that they often pass the English backup course while failing ESL, or because they receive passing grades in mainstream English classes even though their English skills are clearly deficient. Leaders of the Haitian Club have complained that enrollment in ESL classes causes them to lose valuable content course time in French. The administration has reportedly been told that the Haitian parents want less ESL, but it is not clear as to whether the school is hearing a representative voice. This appears to be an area which poses a challenge to the program and school administration, where educational decision-makers and representative parents would profit by mutually clarifying their objectives and coming to an understanding of their aims and differences (see recommendations).

French/Creole Instructional Program

Students receive instruction in native language arts, mathematics, science, and social studies. The Regents curriculum is used for all the classes, and is supplemented, whenever possible, by materials developed in

the native language by the staff. There is one teacher for each subject, and each teacher is supervised by the respective content area department chairperson. Mathematics and science teachers are each assisted by one paraprofessional from the Title VII program.

French, Creole, and English are the languages of instruction, but Creole is used most extensively because a majority of the students, particularly at the beginning levels, are Creole dominant. Language use varies from class to class and teacher to teacher depending upon the nature of the materials being used, the type of activities, and the degree of student comprehension. Observations of math, science, and social studies classes revealed an excellent student-teacher rapport and a genuine interest in helping students to develop their linguistic and content area skills.

The language dominance of the students, and the unavailability of sufficient native language materials makes the question of language use in the classroom a complicated one. Teachers are indeed trilingual, and, throughout the lessons observed, showed an acute sensitivity to the students' linguistic needs. In the social studies class, students were given a review test in English. They read the test while the teacher translated it orally into French. When questions arose, Creole was often used in explaining or clarifying points. The method was systematic, well planned, and seemed to allow for student comprehension and growth. Such a systematic approach was, however, not apparent at all times in all of the classes. Instead of consistent language use, there was frequently a mixture of languages-- French, English, and Creole--with one spoken on the heels of the other. This situation may lead to confusion on the part of the students who are continually forced

to make rapid shifts from one language to the other.

Creole monolingual students are provided with extra help from the para-professionals. Their work with these students is truly outstanding. This extra measure of assistance gives students greater self-confidence and enables them to achieve at a level nearer to that of the rest of the class. The program next year calls for the creation of a program for Creole monolingual students, and this should prove to be of much help.

Mainstream Courses

On the basis of the recommendation of their teachers, bilingual program students take courses in the mainstream, including advanced English courses, Regents science courses, and academic and vocational electives. Table III shows the range of mainstream classes taken by program students.

TABLE III

Mainstream Courses

SUBJECT	TOTAL NUMBER OF STUDENTS	SUBJECT	TOTAL NUMBER OF STUDENTS
Business Math (Non Regents)	1	Algebra I Honors	1
Business Math I (Regents)	1	Intermediate Algebra I	5
Business Typing I & II	3	Intermediate Algebra II	1
Office Machines I	3	Woodwinds I	10
English 2	6	Woodwinds II	1
English 4	7	Brasswinds II	1
English 6	7	Voice Training	2
English 6H	1	Sign Painting	1
English 8	18	Wood I (Basic Cabinetry)	1
English Basic Competency	18	Applied Science I	3
English 7	8	General Science I	3
English Basic Skills	11	General Science II	1
Business English	2	Biology Regents	2
English Structured Grammar	29	Biology Regents II	1
Physical Education	173	Chemistry Regents I	2
Hygiene	27	Western Civilization I	1
Art Survey	12	American Studies I	4
Ceramics	5	American Studies II	3
Automotive 1	2	Economics	13
Sewing	12	Caribbean Culture	9
Jewelry Making	4	Afro-American History	1
Basic Competency Math	26	Minorities in American Life	1
Algebra 1	2	Sociology	1
Algebra 2	4		

III. NON-INSTRUCTIONAL COMPONENT

Table IV presents an overview of the non-instructional component of the Wingate bilingual program.

TABLE IV

Non-Instructional Component

Activity	Funding Source	Personnel Providing Services (Number and Title)
CURRICULUM DEVELOPMENT	Title VII	1 Resource Specialist 2 Curriculum Specialists 1 Educational Asst.
SUPPORTIVE SERVICES	Title VII	1 Guidance Counselor 1 Family Asst.
STAFF DEVELOPMENT	Title VII	1 Project Director
PARENTAL AND COMMUNITY INVOLVEMENT	Title VII	1 Project Director 1 Guidance Counselor 2 Curriculum Specialists 1 Educational Assistant

Curriculum Development

Curriculum materials for bilingual courses were prepared by three Educational Assistants, two Curriculum Specialists, and one Resource Specialist in the Title VII program. The materials were written in French or French/English, and to a limited extent in Creole. Materials consisted of translations and adaptations from English language texts and audio-visual materials as well as teachers' lesson plans that had been used in previous years.

The materials developed by the staff during the 1979-80 school year are listed below:

1. General Science I - French/English text and activities book was finished and proofread. It is now being printed by the Wingate High School Industrial Arts Department for use in the fall. (Sample included in Appendix A).
2. Algebra I - French/English lessons and activities.
3. Western Civilization I - Lessons adapted in French from the Milliken texts and transparencies.
4. American Studies I - Entire course of study has been prepared in French. It still needs proofing and typing for use in classes. (Sample included in Appendix B); Lessons adapted in French from the Milliken texts and transparencies.
5. Basic Math Skills - Complete course text plus activities have been prepared in French. It still needs proofing and typing for use in classes.

The members of the bilingual office staff are to be congratulated and praised for their efforts in creating materials in French for classroom use. Scarcity of materials for Haitian students has necessitated their development in the schools themselves and this challenge has been met at Wingate. One could point specifically to the work of the Educational Assistant who has prepared materials in Western Civilization and American Studies. They are of high quality and should be made available to French bilingual programs throughout the country.

It is unfortunate that the staff involved with materials preparation are also required to have cumbersome clerical and supervisory responsibilities which take up valuable time that could be devoted to materials development. In many instances, because of lack of time and secretarial assistance, they cannot be properly duplicated or prepared for classroom use when needed.

Supportive Services

The bilingual staff maintains contact with parents via letters sent from the bilingual department to keep them informed about the program and their children's progress in school (sample included in appendix C).

The guidance counselor housed in the guidance departments provides group and individual counseling for all students in the bilingual program. Counseling sessions are devoted to such matters as program planning and scheduling, college and job counseling applications, as well as personal matters that may arise. It should be noted, however, that the guidance counselor is not conversant in French/Creole. There is a peer tutoring program after school for students in need of assistance with their content area courses. In addition, the staff of the bilingual office is always available to help students with their work, and to discuss problems they may have at home or in school. Students avail themselves of this opportunity on a regular basis.

The smooth integration of the bilingual program with the school guidance department is an important aspect of the school-program relationship. The bilingual and guidance departments working together can facilitate scheduling procedures, advisement, college and career orientation, and provide needed counseling for their students while they are adjusting to life in a new country. The members of the bilingual staff are acutely aware of this need,

yet it must be said that guidance has been a source of some conflict at Wingate. From the point of view of the bilingual department, guidance has not been particularly cooperative. From the guidance point of view, the bilingual department has not offered resources that would enable the guidance counselor to work more efficiently and effectively. The guidance department requires information about Haitian students' general background and insights to the kinds of needs and concerns as they are expressed by the students, their parents, and the teachers. Such information has, apparently, not been readily available. There are scheduling conflicts, student failures in mainstream classes, behavior problems, program planning for advanced students, and intragroup rivalries that are in need of investigation.

Staff Development

The entire staff of the bilingual program participated in a series of eight workshop sessions at the Wingate Teacher Training Institute from October through December, 1979. The workshop sessions dealt with the following topics:

Session I

Objectives:
1. To learn the basic requirements of bilingual education.
2. To learn how the Office of Bilingual Education monitors and provides technical assistance for bilingual programs in our schools.

Session II

Objectives:
1. To learn how bilingual personnel are selected.
2. To learn requirements and job possibilities for bilingual licenses in bilingual and mainstream teaching positions.

Session III

Objective:
1. To develop expertise in preparing curriculum materials for bilingual students.

Session IV

Objective: 1. To learn methods of improving the image of bilingual programs in our schools.

Session V-VI

Objectives: 1. To improve techniques of instruction for the bilingual classroom.

2. To view video taped bilingual lessons for discussion and evaluation.

3. To develop expertise in preparing audiovisual materials for bilingual pupils.

Session VII

Objective: 1. To learn methods of involving students and parents in bilingual education programs.

Session VIII

Objectives: 1. To evaluate the Bilingual Workshop Sessions.

2. To outline areas of implementation.

The entire staff also attended regular meetings scheduled weekly or biweekly by the Principal and/or the Project Director.

Three teachers took graduate courses at New York area universities:

Teachers College, Columbia University	Advanced Spanish Grammar Cultural Traditions of Latin America Educational Administration (2 courses)
Long Island University	Guidance Counseling (4 courses)
Brooklyn College	Mathematics Science

Staff members also attended conferences at Fordham University and a New York State workshop on Chapter 720 proposals. The Project Director

attended the NABE Annual Conference, the Conference for Bilingual Project Directors, and was a speaker at a conference on bilingual education at Fordham University.

Parental/Community Involvement

School-community relations are essential for the success of any bilingual program. A school must know how its community feels, and must be responsible for keeping its community informed. In Haiti, parents send their children to school, leaving the child in the teacher's hands. There is no P.T.A., and parents have minimal influence in the school's affairs. In the U.S., educational programs are designed with parents in mind to insure that the needs and desires of the community are met. Haitian parents, as a whole, are often unaware that their input is not only allowed, but desired and necessary.

At Wingate, there is an acute awareness of the need to communicate with parents and the community, and efforts have been expended to address this need. Individual members of the bilingual staff have assumed responsibility for providing the liaison between the school and community. These individuals are participants in local organizations and activities in the Haitian community served by the school.

School activities and meetings sponsored by the bilingual program were announced in the Haitian newspaper Haiti Observateur and Kayé, the magazine published by program students which was mailed to other city schools housing Haitian programs (Sample copy in Appendix E).

A Parents Advisory Council was formed, but it was not successful. Now the Council that exists is made up of community members rather than parents. Plans for next school year call for greater involvement with parents.

Despite the attempts to address these needs, it has been pointed out in all quarters that there simply is not enough school-community contact at this time. In fact, the school's relationship with the community has been described as a "running battle." Parental attendance at meetings is minimal, and letters to parents often go unanswered. The decision to reduce the number of ESL classes was supposedly made in response to community demands, and yet the staff members and the principal question whether it was done in response to the voice of the community or the voice of vocal special interest groups. The lack of communication is perhaps evidenced by the confusion over ESL. It seems to be a concensus of opinion that the program should reflect the needs of the community, but no one seems to know whether the real voice of the community is being heard. It also appears that the individual staff members who provide the informal liaison between the community and the school may be hearing biased opinions that do not reflect the actual feelings of the community as a whole.

Extracurricular Activities

In addition to the activities sponsored by the school, the bilingual program offers a program of extracurricular activities. There is a Haitian Club composed of approximately 30 students which elects officers, provides a political and social voice for the students, and assists in planning extracurricular events. There was a Christmas party for students, parents, and teachers which was attended by nearly 130 people. The Club also sponsors volleyball and soccer teams.

Student Response

Student response to the program may be observed in a variety of ways. Attendance on the part of Haitian students enrolled in the program was excellent. While average daily school-wide attendance was 70%, the average for students in the bilingual program was 95%. There were less than five suspensions for minor incidents, and there was less than a 1% school dropout rate among program participants.

This year students of the bilingual program were recipients of Regents, UFT, and private scholarships to such universities as Columbia and Adelphi.

IV. ASSSESSMENT PROCEDURES AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing.

Assessment Procedures and Instruments

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies and science. The following are the areas assessed and the instruments used:

English as a Second Language	--	Criterion Referenced English Syntax Test (CREST), Levels I,II, III
Reading in English	--	Stanford Achievement Test, (Total Reading), Primary Level III
Reading in French	--	SRA Test de Lecture (Total Reading), Level II
Mathematics Performance	--	Teacher-made Tests
Science Performance	--	Teacher-made tests
Social Studies Performance	--	Teacher-made Tests
Native Language Arts Performance	--	Teacher-made Test
Attendance	--	School and Program records

The following analyses were performed:

A) On pre/post standardized tests of English and French reading achievement statistical and educational significance are reported:

1) Statistical Significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

2) Educational Significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1]

An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

---

[1] Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

B) On the Criterion Referenced English Syntax Test (CREST) information is provided on the number of objectives attempted and mastered, the percentage of objectives mastered versus those attempted, and the number of objectives mastered per month of treatment. Information is also provided on student performance on the various test levels. Mastery rates are reported by semester for two units of instruction times: by day and by month. Instruction (treatment) time is defined as the period of classroom instruction that occurred between pre- and post-testing which is conducted each semester. The maximum treatment time, as defined, is 63 days or 3.2 months (assuming that 20 days comprise one month, on the average).

C) The results of the criterion referenced tests in mathematics, social studies, science and native language arts are reported in terms of the number and percent of students passing teacher-made tests.

D) Information is provided on the attendance rate of students participating in the bilingual program, compared with that of the total school population.

The following pages present student achievement in tabular form.

TABLE V

English as a Second Language

FALL

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Day and Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Days of Treatment*	Average Months of Treatment*	Objectives Mastered Per Day	Objectives Mastered Per Month
9	38	9.47	5.26	56%	54.16	2.71	.10	2.0
10	29	7.59	4.59	60%	54.79	2.74	.08	1.6
11	9	7.67	5.00	65%	57.00	2.85	.09	1.8
12	11	4.64	3.18	69%	60.09	3.00	.05	1.0
Totals	87	8.05	4.75	59%	55.41	2.77	.09	1.8

*Instructional time between pre- and post-testing.

Fall CREST results for combined test levels revealed that the total group attempted 8.05 and mastered 4.75 objectives (59%) on the average. The mastery rate for time of instruction was 1.8 objectives mastered per month of treatment. Greater than 1 objective was mastered per month of instruction; hence, the stated evaluation objective was met and substantially surpassed in most grades.

TABLE VI

English as a Second Language

FALL

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Beakdown by Test Level and Grade.

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	38	331	181	55%	21	14	67%	8	5	63%
10	29	151	89	59%	37	24	65%	32	20	63%
11	9	---	--	---	32	22	69%	37	23	62%
12	11	4	4	100%	--	--	---	47	31	66%
Totals	87	486	274	56%	90	60	67%	124	79	64%

The grade and test level crosstabulation for Fall CREST results revealed that lower grade students functioned primarily on the lower test levels, and upper grade levels functioned primarily at the advanced level (III). Good mastery rates were evident at all grade levels for each grade level.

TABLE VII

English as a Second Language

SPRING

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Day and Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Days of Treatment*	Average Months of Treatment*	Objectives Mastered Per Day	Objectives Mastered Per Month
9	36	8.72	4.72	54%	57.00	2.85	.08	1.6
10	27	8.15	4.74	58%	54.52	2.73	.09	1.8
11	6	7.67	5.00	65%	53.00	2.65	.09	1.8
12	4	6.75	5.00	74%	61.50	3.08	.08	1.6
Totals	73	8.32	4.77	57%	56.00	2.80	.09	1.8

*Instructional time between pre- and post-testing

Spring CREST results for combined test levels revealed English language achievement very similar for Fall CREST results. The evaluation objective was met and substantially surpassed in each grade level. Objectives mastered per month of instruction ranged from 1.6 (grades 9, 12) to 1.8 objectives (grades 10,11).

TABLE VIII

English as a Second Language

SPRING

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Beakdown by Test Level and Grade.

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	36	187	88	47%	117	78	67%	10	4	40%
10	27	19	6	32%	143	76	53%	58	46	79%
11	6	--	--		13	6	46%	33	24	73%
12	4	--	--		9	7	78%	18	13	72%
Totals	73	206	94	46%	282	167	59%	119	87	73%

The grade and test level crosstabulation for Spring CREST results revealed a shift in test level at which students were primarily functioning when Spring results are compared with Fall results. The mastery rates for students at the upper test levels were generally superior to mastery rates at the lower test levels. On the whole, a greater than 50% mastery rate was generally evident.

TABLE IX

English Reading Achievement

Significance of Mean Total Raw Score Difference Between Initial and Final Test Scores in English Reading Achievement of Students with Full Instructional Treatment on the Stanford Achievement Test (Total Reading), Primary Level III.

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	t	P	ES
9	32	45.8	24.4	63.4	23.9	17.6	.84	7.36	.001	1.30
10	28	60.8	22.3	69.7	21.2	8.9	.81	3.50	.005	.66
11	10	69.7	12.5	79.4	13.5	9.7	.89	5.00	.001	1.58
12	15	77.0	14.7	85.7	14.8	8.7	.78	3.46	.005	.89

Table IX presents achievement data for students on the SAT (Total Reading), Primary Level III. All grade groups demonstrated raw score gains which were highly significant statistically at the .005 level of significance and beyond. The pre-test mean ranged from 45.8 (grade 9) to 77.0 (grade 12), and post-test means ranged from 63.4 (grade 9) to 85.7 (grade 12). The pre-test and post-test means show an increase with grade level. Mean differences (post-test - pre-test) ranged from 8.7 point (grade 12) to 17.6 (grade 9). When these gains are standardized with a common within group standard deviation, two gains range from moderate educational significance in grade 10 (ES = .66) to large educational significance in grades 9, 10 and 12. The practical significance of the gains are especially high for grades 9 and 11.

TABLE X

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Reading Achievement of Students with Full Instructional Treatment on the SRA Test de Lecture (Total Reading), Level II.

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	t	P	ES
9	20	69.0	23.3	78.7	25.0	9.7	.89	2.60	.01	.58
10	20	84.1	14.1	93.2	11.6	7.9	.95	1.93	.05	.43
11	10	75.3	14.2	87.9	13.4	12.6	.78	4.33	.005	1.37
12	11	86.0	14.8	93.3	10.0	7.3	.79	2.61	.025	.78

Table X presents achievement data for French speaking students on the SRA Test de Lecture (Total Reading), Level II. Ninth grade students made a raw score gain of 10 points, a difference statistically significant beyond the .01 level of significance. The gain was judged to be of moderate educational significance.

Tenth graders increased in raw score by 8 points from pre- to post-testing. This gain was statistically significant beyond the .05 level of significance, and was judged to be of small to moderate educational significance.

Eleventh graders made a gain of 13 raw score points which was highly statistically significant. The post-test mean was greater than 1 full standard deviation above the mean at pre-test, a difference of very large educational significance.

Twelfth graders increased in raw score achievement by approximately 7 points. This gain was statistically significant beyond the .025 level of

TABLE X
(Continued)

significance. The effect size of .78 standard deviation units was judged to be of high educational significance.

Thus, students at all grade levels showed achievement gains in the reading of their native language at greater than chance levels, large enough to be considered of educational meaningfulness.

TABLE XI

Mathematics Performance

Number and Percent of Students Passing Teacher-Made Examinations in Mathematics

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	38	22	58%	42	23	55%
10	33	21	64%	27	13	48%
11	9	7	78%	8	3	38%
12	8	6	75%	6	5	83%

In the Fall term, the percentage of students passing teacher made examinations in mathematics ranged from 58% in grade 9 to 78% in grade 11. In Spring, the percent mastering the curriculum ranged from 38% in grade 11 to 83% in grades 12.

TABLE XII

Science Performance

Number and Percent of Students Passing Teacher-Made Examinations in Science

Grade	FALL 1979 N	FALL 1979 Number Passing	FALL 1979 Percent Passing	SPRING 1980 N	SPRING 1980 Number Passing	SPRING 1980 Percent Passing
9	41	22	54%	39	26	67%
10	31	28	90%	37	27	73%
11	14	11	79%	13	7	54%
12	12	8	67%	12	7	58%

In the Fall term, the percentage of students passing teacher made examinations in science ranged from 54% in grade 9 to 90% in grade 10. In Spring, the percent mastering the curriculum ranged from 54% in grade 11 to 73% in grade 10.

TABLE XIII

Social Studies Performance

Number and Percent of Student Passing Teacher-Made Examinations in Social Studies

Grade	FALL 1979 N	FALL 1979 Number Passing	FALL 1979 Percent Passing	SPRING 1980 N	SPRING 1980 Number Passing	SPRING 1980 Percent Passing
9	36	20	56%	30	19	63%
10	29	23	79%	26	24	92%
11	13	9	69%	12	11	92%
12	3	1	33%	1	1	100%

In the Fall term, the percentage of students passing teacher made examinations in social studies ranged from 33% in grade 12 to 79% in grade 10. In Spring, the percent mastering the curriculum ranged from 63% in grade 9 to 100% in grade 12.

TABLE XIV

Native Language Arts Performance

Number and Percent of Students Passing Teacher-Made Examinations in Native Language Arts

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	32	25	78%	46	38	83%
10	23	18	78%	34	29	85%
11	11	9	82%	12	9	75%
12	12	12	100%	9	6	67%

In the Fall term, the percentage of students passing teacher made examinations in native language arts ranged from 78% in grades 9 and 10 to 100% in grade 12. In Spring, the percent mastering the curriculum ranged from 67% in grade 12 to 85% in grade 10.

TABLE XV

Attendance Rates

Number and Percent of Students Surpassing the General School Attendance Rate, Reporting the Program Attendance Rate and Standard Deviation

Grade	No. Of Students	Average Attendance	Standard Deviation	Number Surpassing Rate	% Exceeding School Rate
9	47	94.3%	7.2	47	100%
10	40	92.0%	12.5	37	93%
11	18	88.5%	15.9	16	100%
12	23	93.4%	9.4	22	100%

The average attendance rates for program students ranged from 88.5% (grade 11) to 94.3% (grade 9). The stated evaluation objective, that students would exceed the schoolwide rate, was overwhelmingly achieved. The 10th grade students met this criterion 93% of the time while all students in grades 9, 11 and 12 exceeded the schoolwide rate.

V. CONCLUSIONS AND RECOMMENDATIONS

The outstanding feature of the bilingual program at George Wingate is the enthusiasm and dedication of its staff. It was evident in classes observed that teachers relate well with their students, and strive to prepare lessons that are conducive to student growth. Another area of particular program strength is curriculum development in French, especially in social studies. The quality of these materials as observed by the evaluator is another indicator of a commitment to improving the instructional process. Finally, the willingness of staff members to counsel and help students is evidenced by the numbers of students who come to the Bilingual Office each day seeking extra help, advice, encouragement, and solutions to problems.

On the other hand, the program has experienced difficulties in some areas, including a conflict over the amount of ESL instruction to be offered, and a lack of parental participation, not an unusual characteristic of Haitian immigrant families. Given the numbers of students arriving at Wingate who are monolingual in Creole, there is a need for more materials in that language. The lack of a bilingual counselor has also been noted as a need to be addressed. Lastly, it appears that articulation should be strengthened between the Bilingual Program and other departments within the total school structure, and steps should be taken to improve the general school staff attitude toward the bilingual program.

In response to the needs identified above, the evaluator offers the following recommendations:

Recommendations

1. The Project Director and the school administrators should consider planning a series of school-wide staff meetings devoted to orienting all teachers to the bilingual program's structure and goals, the historical

and cultural background of Haitian students, the Wingate Haitian community, and the kinds of pressures experienced by these students in their new environment.

2. The Project Director and the Guidance Department should meet to share information, discuss mutual concerns, and clearly outline their responsibilities to each other as they work with Haitian students. The addition of a Haitian bilingual counselor should help to resolve some of the problems involved in guidance.

3. The Bilingual Program, the Guidance Department, and the school administration may wish to explore the possibility of creating a group counseling program on a regularly scheduled basis for new entrants. The addition of a bilingual counselor would be an excellent opportunity to begin developing and implementing a group counseling experience for all incoming students. These sessions might discuss life in the U.S., customs, conduct in the school and community, and acquaint students with teaching methods and teacher expectations. They might also provide the students with an arena to express and talk out their feelings, concerns, problems, and to seek answers to questions about the situations they have observed. These efforts might assist students in making a smoother adjustment to their new environment, and perhaps improve some of the behavior problems.

4. It is recommended that the bilingual staff strive to resolve the controversy over ESL. It would appear that there has been disagreement within the program as to the amount of ESL to which students should be exposed. This has been to some extent reflective of disagreements in the wider community beyond the bilingual program itself. It is to be hoped that the program staff will, along with parents and students, seek to clarify the issues involved and find a method to arrive at consensus.

5. There seems to be a need for more ongoing and coordinated efforts to communicate with parents and elicit their direct input into the program. An organized community relations program could be implemented involving the school administration, the project director, and the bilingual teachers. A program may be planned and taken to community groups for the purpose of explaining the educational program, answering questions, and encouraging parental involvement with the school. This effort should be on-going so that community and parent relations are not only the domain of a few individuals, but represent parental input as well.

6. Preparation of curriculum materials would be greatly enhanced if there were increased coordination among the bilingual office staff, the content area teachers, and their respective department heads. Coordination of effort would eliminate the danger of talented bilingual staff members preparing materials in a vacuum. The tremendous need for materials in Creole is also recognized.

7. The Project Director and the School Librarian may wish to work together to expand the number of materials in French and Creole in the library for use by the students.

8. The administration is urged to provide the Title VII Program with a trilingual (French/English/Creole) secretary to assist with clerical duties and the proofing and typing of instructional materials for duplication.

9. Recognizing the talents of members of the bilingual office staff in developing materials and working with students and teachers, the administration is urged to deploy staff whose responsibility is curriculum developing in such a way that they will be able to devote increased time to the creation of materials.

10. The Project Director, the content area chairpersons, and teachers should work on the formalization of a policy of language use in the bilingual content area classes that is systematic and consistent. Such a policy would clearly aid students in their language acquisition and development. For example the teacher could introduce material in Creole and allow students to ask questions in that language. Once the students understand, the material could then be reviewed in English. If text materials are in French, the language discussion could be in French, followed by clarification in Creole, and review in English. Whatever the combination of languages, it is essential to approach their use in the lesson from an organized and systematic point of view, or confusion may result and student language development may be retarded.

VI. APPENDICES

APPENDIX A

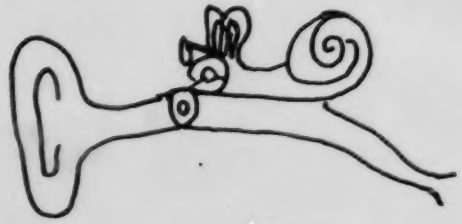
GENERAL SCIENCE I

7me Leçon: Activités (suite)

6. Les sifflets pour les chiens ne sont pas faits pour être entendus par des personnes car ils sont:
   a) infrasoniques b) ultrasoniques
   c) supersoniques d) subsoniques

7. L'oreille humaine n'entend plus de _____ vibrations par seconde.
   a) 20 b) 200
   c) 2.000 d) 20.000

II. Compléter les exercices suivants.



1. **Sur le dessin ci-dessus,** indiquer les parties différentes de l'oreille d'après la liste ci-dessous.

l'oreille externe	le limaçon
l'oreille interne	la trompe d'Eustache
l'oreille moyenne	le tympan
le conduit acoustique	les osselets

Lesson 7: Activities (continued)

6. Dog whistles are not made to be heard by people because they are:
   a) infrasonic b) ultrasonic
   c) supersonic c) subsonic

7. **The human ear cannot hear above** _____ vibrations per second.
   a) 20 b) 200
   c) 2,000 d) 20,000

II. Complete the following exercises.

1. On the drawing above write in the various parts of the ear as listed below.

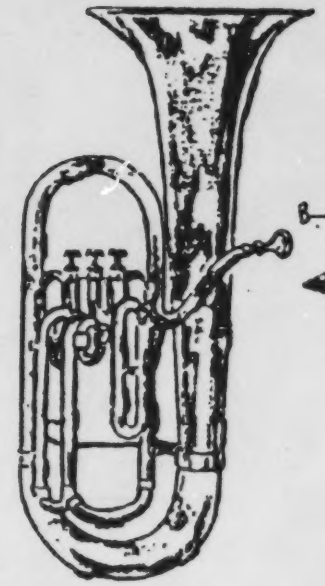
outer ear	cochlea
inner ear	Eustachian tube
middle ear	ear drum
ear canal	three small bones

11ème Leçon: Activités

I. Combien d'instruments **connaissez-vous?**

1. Ecrire le nom de l'instrument au-dessous du dessin qui le représente:

la harpe	les cymbales
la basse	le tambour
le violon	la clarinette
le trombone	le hautbois
le saxophone	la trompette
le tuba	la timbale



A. _____

B. _____

C. _____

E. _____

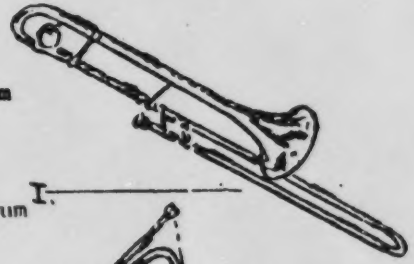
D. _____

Lesson 11: Activities

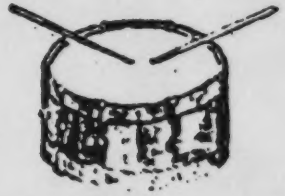
I. How many instruments do you know?

1. Label each picture by the name of the instrument:

harp	cymbals
bass	**snare drum**
violin	clarinet
trombone	oboe
saxophone	trumpet
tuba	kettle drum



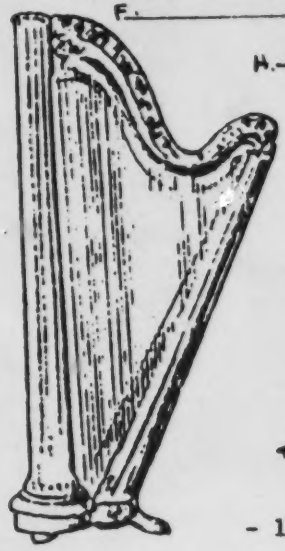
I. _____



F. _____

H. _____

J. _____



G. _____

K. _____

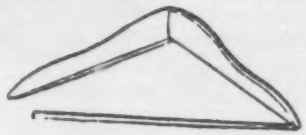
L. _____

11ème Leçon: Activités (suite)

2. Construire un simple violon.

Pour fabriquer l'archet:

a) Prendre un cintre à vêtement en bois (Haiti: cerceau). ~~Enlever le cintre~~. Enlever le bâton inférieur.



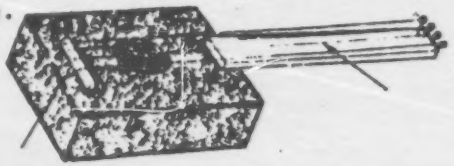
b) Attacher trois ou quatre cordes en nylon entre les bouts. Serrez-les. Les serrer.

~~Tie three or four nylon strips be~~

Pour fabriquer le violon

a) Couper un trou dans le couvercle d'une boite à cigares

b) Ensuite assembler des matériaux comme ceux dans le dessin: une bande en bois 1/4 pouce d'épaisseur; quatre petits pitons; des cordes; une bande en bois 12 pouce x 2 pouce x 1/2 pouce cloué au couvercle; 4 vis à tête ronde de 1/4 pouce.



Lesson 11: Activities (continued)

2. Build a simple violin.

Making the bow

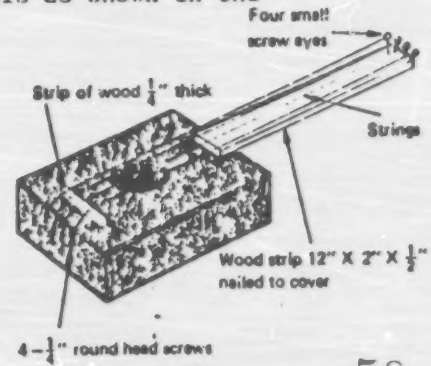
a) Remove the bottom stick from a wooden clothes hanger.

b) Tie three or four nylon strips between the ends. Make them tight.

Making the Fiddle

a) Cut a hole in the cover of the cigar box.

b) Assemble materials as shown in the diagram.



Adapted from Pathways, Physics, P.63

APPENDIX B

AMERICAN STUDIES I

Le commerce entre l'Angleterre et les treize colonies

[1] L'Angleterre profitait énormement des colonies américaines qui prospéraient rapidement. Pour controler l'économie des colonies, l'Angleterre avait adopté un système économique très populaire en Europe appelé le mercantilisme. Ce système permettait à la métropole de balancer son économie, en vendant aux colonies beaucoup plus qu'elle n'en achetait. Les colonies vendaient leurs matières premières à l'Angleterre et, en retour, celles-ci étaient obligées de racheter les produits de manufacture anglais.

[2] Avec les richesses qu'elle avait accumulées, et les profits exorbitants qui venaient des impôts sur la navigation et sur les matières premières, l'Angleterre avait ainsi pu développer sa marine de guerre ainsi que sa marine marchande.

[3] A part les matières premières, l'Angleterre recevait des produits comme le tabac, l'indigo, le coton, les fourrures qu'elle ne produisait pas. Les produits ne pouvaient être vendus à un prix très bas qu'à l'Angleterre qui permettait aux colonies d'avoir une marine marchande non pas sans restriction. Parmi ces restrictions:

[4]

a) les Lois sur la Navigation (Navigation Acts) qui exigeaient que
   1-le commerce avec les colonies soit effectué sur des navires, qui étaient équipés, et pilotés par des anglais.

   2-certains produits comme le tabac, le sucre, le coton, l'indigo, le riz et la laine ne pouvaient être vendus qu'à l'Angleterre.

[5] Lorsque les colons essayaient de fabriquer des produits dans les colonies était interdit de les exporter. Les lois sur la laine (Wool Act) en 1699 et sur le chapeau (Hat Act) en 1732 créaient encore des problèmes pour la manufacture coloniale. Accablé par les lois et les impôts britanniques, les colons étaient forcés de favoriser la contreband afin d'assurer un meilleur prix pour leurs produits.

[6] L'Angleterre autorisait aux colons de construire des fabriques qui ne nuisaient, en aucune facon, aux grandes industries anglaises. Les petites industries coloniales créaient du travail pour certains colons, mais ne subvenaient pas aux besoins cruciaux des colonies.

[7] Les lois anglaises en détruisant l'industrie coloniale à l'aide des impôts et des restrictions exagérés, ont permis à l'Angleterre de s'enrichir. Mais, avec le temps, les colons ont voulu revendiquer leurs droits et profiter beaucoup plus de leur labeur.

1. Qu'est-ce que le Mercantilisme ?
2. Qui profitait du Mercantilisme?
3. Comment l'Angleterre s'était-elle enrichie?
4. Pourquoi l'Angleterre avait-elle imposé des restrictions sur la navigation?
5. Pourquoi l'Angleterre ne voulait-elle pas que les colonies aient de grandes industries?

APPENDIX C

SAMPLE LETTER TO PARENTS

BOARD OF EDUCATION CITY OF NEW YORK
GEORGE W. WINGATE HIGH SCHOOL
KINGSTON AVENUE AND WINTHROP STREET
BROOKLYN, NEW YORK 11203
DR. ROBERT L. SCHAIN, PRINCIPAL TELEPHONE: 467-7400

le 14 mai 1980

Chers Parents Haïtiens:

Le Département Bilingue de G.W. Wingate High School invite les parents haïtiens et les membres de la communauté haitienne en général, à une importante conférence concernant les élèves bilingues.

Cette conférence aura lieu à G.W. Wingate High School, le vendredi 23 mai, 1980, à 7.30 p.m.

A cette occasion, les problèmes suivants seront discutés:

1. Importance du programme bilingue pour les étudiants haïtiens.
2. La question du budget.
3. Participation et rôle des parents.
4. Election d'un Comité de Parents.

Des rafraichissements seront servis.

En espérant de vous rencontrer en grand nombre, nous vous présentons nos salutations distinguées.

G. Adamovich
Project Director
Bilingual Program

APPENDIX D

SCHEDULE OF WORKSHOP SESSIONS

WINGATE TEACHER TRAINING INSTITUTE
George W. Wingate High School
Dr. Robert L. Schain, Principal

WINGATE BILINGUAL STUDIES
George Adamovich, Project Director

SCHEDULE OF WORKSHOP SESSIONS

Session I, October 11, 1979
Objectives: 1. To learn the basic requirements of bilingual education.
2. To learn how the Office of Bilingual Education monitors and provides technical assistance for bilingual programs in our schools.

Session II, October 18, 1979
Objectives: 1. To learn how bilingual personnel are selected.
2. To learn requirements and job possibilities for bilingual licensees in bilingual and mainstream teaching positions.

Session III, October 25, 1979
Objective: 1. To develop expertise in preparing curriculum materials for bilingual students.

Session IV, November 1, 1979
Objective: 1. To learn methods of improving the image of bilingual programs in our schools.

Session V-VI, November 15 and November 29, 1979
Objectives: 1. To improve techniques of instruction for the bilingual classroom.
2. To view video taped bilingual lessons for discussion and evaluation.
3. To develop expertise in preparing audio-visual materials for bilingual pupils.

Session VII, December 6, 1979
Objective: 1. To learn methods of involving students and parents in bilingual education programs.

Session VIII, December 13, 1979
Objectives: 1. To evaluate the Bilingual Workshop Sessions.
2. To outline areas of implementation.

APPENDIX E

BILINGUAL PROGRAM MAGAZINE

Kaye is published by the students of the
U.S.O.E. TITLE VII - BILINGUAL PROGRAM
of
GEORGE W. WINGATE HIGH SCHOOL
600 Kingston Avenue, Brooklyn, NY 11203

GEORGE W. WINGATE HIGH SCHOOL

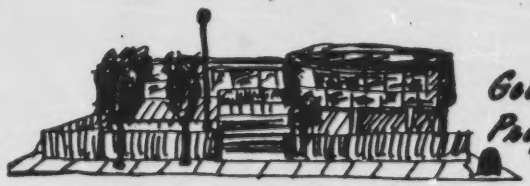
INTEGRATED BILINGUAL CAREER EDUCATION PROGRAM

November 28, 1979 Volume I, No. 3

KAYÉ

Cahier du Departement des Etudes Bilingues de Wingate High School.

Dr. Robert Schain
Principal



George Ademerich
Project Director

Poésie

rinmin

O, o, tandé you mo
you mo si piti
n'ap répété tout tan
é pi ki soti si fasil
lan bouch mou.
Mjo, jouin ak sane li
pou mouin ouè ou.
Hiy! Gadé tèt meg la
li kanpé tou rèd
pou-l di chéri mouin rinmin ou.
Li konpran mou bay piyay bo
isiet la.
Moun-n rété konsa ou rinmin.
Li konpran bèl chemiz ak bèl
kanson li-a
pral fé yo rinmin-l; li trompé-l.
Li konpran maché chelbè-li-a
pral fé yo rinmin-l; li pe la
dan-a.
Rinmin sé you lot bagay, sé pas
bel figi,
Rinmin sé pa ekzijans,
ekzijans sé intérè.
Rinmin sé pas fé lanmou.
Lanmou sé plézi dé ko.
E koté pa kè-a min-m?
Gadé manché, ou ouè tout sa
mouin di ou la
ou pako jan-m konpran.
Ou byin ouè sé tiéké ous-p
maché tiéké.

Marie-Flore Berger

ILLUSION D'UN CONDAMNE

Ah, si je pouvais vivre seul dans
un monde différent,
peuplé de fleurs et d'animaux,
mon coeur ne serait plus une joie
tranchante.
Si je pouvais m'endormir heureux,
bercé par la musique à l'ombre
des feuillages,
mon coeur ne serait plus une cas-
cade de fleurs.

Ah, si je pouvais enfin sortir de
cette prison gouvernée par un
insensé,
mon coeur ne serait plus inondé
par un flot de larmes.

Si je pouvais retourner en arri-
ère, racheter toutes mes fautes,
si je pouvais vivre ma gros-
sièreté dans cette eau fraîche
qui purifie le corps, et
efface la haine,
mon coeur ne serait plus plongé
dans l'obscurité.

Alix Salomon

SAGESSE Haïtienne

Parol doux pa monté mon.
Saying a soft word isn't as hard
as having to climb over a moun-
tain.

Douce parole n'écorche pas
langue.
Soft words don't scorch the
tongue.

Joromou pa donnin kalbas.
Pumpkins cannot produce squashes.

Tel père, tel fils.
Like father, like son.

Bouch manjé tout manjé, li pa
palé tout parol.
A mouth eats any food but does
not say everything.

Chat ki chodé lan dlo cho pè dlo
frèt.
A cat burnt in hot water fears
cold water.

Chat échaudé craint l'eau froide.
A scalded cat dreads cold water.

Suite — Page 11

La Citadelle de Christophe, sur le sommet du Bonnet-à-l'Evêque est l'oeuvre géniale du Roi Henri Christophe. Elle fait l'admiration de tous les visiteurs.

INDIENS AVANT LA DECOUVERTE

SAGESSE HAITIENNE (suite)

Toute vérité n'est pas bonne à dire.
All truths are not fit to be told.

Michaelle Auguste
Researcher Trainer
Regional Bilingual Training
Resource Center

PETITES RECETTES

RECETTE: CROQUE-MONSIEUR

Il faut: du pain en tranches, du beurre, du jambon, du fromage.

Préparation:
Beurrer les tranches de pain, puis y mettre une tranche de jambon et une de fromage. Plier en deux, attacher avec du fil, puis frire dans de l'huile. Après quoi enlever les fils, et servir chaud.

Huberte Charlot

pensons

(Suite)

Que vous tous, vous pouviez être dans le droit chemin, cela ne fait pas de doute. Seulement, il faut accepter les sacrifices nécessaires, recourir souvent à l'aide des autres. La route du succès est difficile, mais quiconque, animé de courage, peut l'emprunter pour atteindre le but qu'il s'est fixé. Vous tous, vous le pouvez. Il vous suffit de le vouloir, de mobiliser vos énergies et surtout de faire preuve de courage.

Sonny Hervé Bien-Aimé

kaye litteraire

I FEEL LIKE AN OUTSIDER

For more than fourteen years I lived in a place that I loved, a place where I was happy, my native land. In spite of its rusticity and its terror, I felt comfortable in Haiti.

But later, I had to say goodbye to that land, where poverty even afflicts the middle class. Finding my way in a foreign land, I tried not to be moody, but I couldn't stop my feelings; they were too strong. In spite of all that I found in the outside world more than I ever imagined, I still feel like a stranger. I isolate myself without knowing why. I have a house to live in, but I feel homeless. My heart is sick; I can't treat it without Haiti.

Now that I realize that nothing can change these feelings, I will go to visit Haiti, my native land, which may help me recover from my nostalgia.

Jacques Darius

KAYE

Mézanmi, sé pa ak bagay nou kon-n alé lékol-la sélman ki rélé "Kayé." Gin ou lot bagay enko ki dekri péconalité nou yo rélé "Kayé."

Pouki sa yo bal non sa-a sé paské nou jouin la dan-lidé élèv yo nan plizié lang. Gras a " "Kayé", anpil élèv kapab devlopé intelijans yo é éséyé bay tout sa yo ginyin ki bon lan tèt yo; avek sa, yo vi-nmouin égoyis. Fo nou oué tou ké "Kayé" pa kité lang manman nou-an an-t parantèze, é li ba nou oun chans pou nou aprann ékri-l.

Mézanmi, nou jouin direktè program biling-la avèk tou-t kolaboratè li yo ki métè tèt ansamn pou yo édé nou dévlopé sévo nou: pouki sa mézanmi, nou pa vlé bay patisipasion nou? Pou nou di direktè-a mési avèk kolaboratè li yo. An nou kouri vit al bay yo ou kout min lan "Kayé". Sa ki pa té ko janm patisipé, fè vit al bay non nou lan program biling-la.

Pou fini, mouin remésié kolaboratè sa-yo é mouin espéré. Ke lan prochin volim-lan, anpil lot konpatriyot a éséyé patisipé, sé ta you pa toujou. Pa rété chita mézanmi.

Marie-Flore Berger